Learning Outcomes

Please check the SLO/PLO Assessment Schedule for the program by visiting SLAPEC’s home page under "Master Schedule". The Master schedule includes submissions as of 7/15/16. Spring 2016 submissions are due October 30, 2016.

21. Are there any Learning Outcome assessment results (Program Learning Outcomes (PLOs) and/or Student Learning Outcomes (SLOS)) submissions that have been scheduled that were not submitted? If so, please tell us how you will address these submissions.

No. All SLO’s due have been submitted.

22. Beyond letter grades, how does your program define student success at the course and program level?

The major indicator of student success at the program level is student’s ability to professionally present a line of clothing they created and produced in the capstone course Line Development. However, student success also includes their ability to utilize what they learn. Examples include the ability to correctly use fashion “language” and the ability to read and understand articles in apparel trade magazines. Many students are employed in some area of the fashion industry while attending classes and utilize what they learn in class on the job. Others have their own start up fashion business and utilize what they learn to improve the quality of their product.

At the course level, the program also considers retention and completion rates in individual courses.

For students whose goal is a higher level of education, success is also based on their ability to transfer to a 4-year institution. The program successfully transfers students to San Francisco State University’s fashion program, to the Fashion Institute of Design and Merchandising and California College of the Arts (both in San Francisco) as well as Fashion Institute of Technology (FIT) in New York.

23. How have the program’s assessments and discussions produced a positive impact for student success? Please share your success stories.

SLO data in FD52A Fabric Analysis I indicated students had difficulty in the particular areas of yarn production and finishes. Curriculum was modified to allow more time and activities in each area and produced a small but measurable increase in success according to subsequent SLO assessments.

SLO data in FD87 Computer Aided Design, revealed students struggled because they did not have the software used in that course at home. Students now sign up for Tutorial Services and can access that software needed to complete their work.